

**STUDENTS' MOTIVATION IN DOING ONLINE LEARNING  
THESIS**

**Submitted in Partial Fulfillment**

**of the Requirements for the Degree of**

**Sarjana Pendidikan**



**MELY OCTANIA**

**112012134**

**ENGLISH LANGUAGE EDUCATION PROGRAM**

**FACULTY OF LANGUAGE AND ARTS**

**UNIVERSITAS KRISTEN SATYA WACANA**

**SALATIGA**

**2017**

**STUDENTS' MOTIVATION IN DOING ONLINE LEARNING  
THESIS**

**Submitted in Partial Fulfillment**

**of the Requirements for the Degree of**

**Sarjana Pendidikan**



**MELY OCTANIA**

**112012134**

**ENGLISH LANGUAGE EDUCATION PROGRAM**

**FACULTY OF LANGUAGE AND ARTS**

**UNIVERSITAS KRISTEN SATYA WACANA**

**SALATIGA**

**2017**



PERPUSTAKAAN UNIVERSITAS  
UNIVERSITAS KRISTEN SATYA WACANA  
Jl. Diponegoro 52 – 60 Salatiga 50711  
Jawa Tengah, Indonesia  
Telp. 0298 – 321212, Fax. 0298 321433  
Email: library@adm.uksw.edu ; http://library.uksw.edu

### PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Mely Octania  
NIM : 112012134 Email : 112012134@student.uksw.edu  
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris  
Judul tugas akhir : Students' Motivation in Doing Online Learning

Pembimbing : 1. Dian Toar Y.G. Sumartul, M.A.  
2. Cita Hartuti, M.A.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diujikan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 30 Mei 2017

  
MELY OCTANIA  
Tanda tangan & nama terdapat di atas



### PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Mely Octania  
NIM : 112012134 Email : 112012134@student.uksw.edu  
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris  
Judul tugas akhir : Students' Motivation in Doing Online Learning

Dengan ini saya menyerahkan hak *non-eksklusif*\* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

- ☒ a. Saya mengizinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA
- ☐ b. Saya tidak mengizinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA\*\*

\* Hak yang tidak terbatas hanya bagi satu pihak saja. Pengajar, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat menguploadkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.

\*\* Hanya akan menampilkan halaman judul dan abstrak. Pilihan ini harus diikuti dengan penjelasan, alasan tertulis dari pembimbing TA, dan diketahui oleh pimpinan fakultas (dekan/kaprosdi).

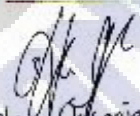
Demikian pernyataan ini saya buat dengan sebenarnya.

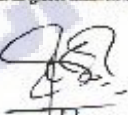
Salatiga, 30 Mei 2017

1956

  
Dian Taar, G. Sumatris M.A.  
*Tanda tangan di atas lembar persetujuan*

Mengetahui,

  
Mely Octania  
*Tanda tangan di atas lembar persetujuan*

  
Gita Hastuti, M.A.  
*Tanda tangan di atas lembar persetujuan*



**STUDENTS' MOTIVATION IN DOING ONLINE LEARNING**

**THESIS**

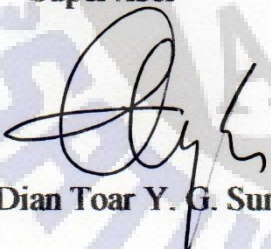
**Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Sarjana Pendidikan**

**Mely Octania**

**112012134**

**Approved by:**

**Supervisor**

  
**Dian Toar Y. G. Sumakul, M.A.**

**Examiner**

  
**Gita Hastuti, M.A.**

### **PUBLICATION AGREEMENT DECLARATION**

As a member of the UKSW (Universitas Kristen Satya Wacana) academic community, I verify that:

Name : Mely Octania

Students ID number : 112012134

Study Program : English Language Education Program

Faculty : Faculty of Language and Arts

Kind of Work : Undergraduate Thesis

In developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and contents entitled:

#### **Students' Motivation in Doing Online Learning**

Along with pertinent equipment.

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga

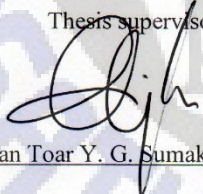
Date : May 30<sup>th</sup> 2017

Verify by signee,

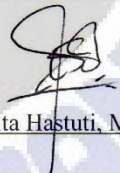
Mely Octania

Approved by:

Thesis supervisor

  
Dian Toar Y. G. Sumakul, M.A.

Thesis examiner

  
Gita Hastuti, M.A.

## **COPYRIGHT STATEMENT**

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright@ 2017. Mely Octania and Dian Toar Y. G Sumakul, M.A.

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga.

Mely Octania:

## Table of Contents

INSIDE COVER .....	i
PERNYATAAN TIDAK PLAGIAT.....	ii
PERNYATAAN PERSETUJUAN AKSES.....	iii
APPROVAL PAGE .....	iv
PUBLICATION AGREEMENT DECLARATION .....	v
COPYRIGHT STATEMENT .....	vi
TABLE OF CONTENTS.....	vii
ABSTRACT.....	1
INTRODUCTION .....	1
LITERATURE REVIEW.....	2
A. Motivation.....	2
B. Online Learning.....	3
C. Motivation in Online Learning .....	6
D. Previous Studies on Motivation in Online Learning.....	7
THE STUDY.....	8
A. Context of the study .....	8
B. Participants .....	8
C. Data Collection Instrument.....	9
D. Data Collection Procedure .....	9
E. Data analysis .....	10
FINDINGS AND DISCUSSION.....	10
A. Benefits .....	12
B. Barriers.....	15
C. Challenges.....	17
DISCUSSION .....	19
CONCLUSION .....	23
ACKNOWLEDGEMENT .....	25
REFERENCES.....	26
APPENDIX .....	28



# **STUDENTS' MOTIVATION IN DOING ONLINE LEARNING**

*Mely Octania*

## **ABSTRACT**

Motivation is a significant element which affects students' learning outcomes. Research has shown that online learning has advantages that facilitate students' learning. In relation to that, there are some factors which could increase or decrease students' motivation in online learning. This study was conducted to investigate the factors affecting students' motivation toward online learning. 12 students of the English Language and Education program, Faculty of Language and Arts, Universitas Kristen Satya Wacana Salatiga were interviewed in this study. Through the open-ended questions in the semi-structured interview, the participants showed three significant elements that give motivational effect to them toward online learning; benefits, barriers, and challenges in online learning. The finding suggests that teachers need to provide well-designed materials and activities in online learning.

Keywords: Online learning, motivation, perception

## **INTRODUCTION**

Motivation is an important aspect in language learning. Being motivated can help learners be successful learners because they can set their own concepts to achieve their goals. It is believed that without motivation, even learners with the most notable abilities cannot achieve long-term goals. According to Ebata (2008, as cited in Babae, 2012), motivation produces successful second language (L2) communicators by making them self-confident. Having confidence, learners will be easier to work on their goals. This is why language learners need to always be motivated.

In this technology era, internet has already become one of the most important things in life. Many language teachers use not only books, but also other tools such as online tools for teaching-learning process. Bach, Haynes & Smith

(2016, p. 183) argued that online learning is an important evolution. It is also considered as higher education in this era. In relation to that, some previous studies found that online learning gave advantages for students. Sumakul (2013) found that the use of Facebook could provide enjoyment for students' learning. Therefore, online learning as a higher education could make language teaching-learning process become more interesting. Moreover, Orawiwanakul and Wichadee's (2016) study showed that students saw online learning as an effective or satisfactory way of learning. Hence, online learning could give learning satisfaction for students.

Since online learning is also quite common for students in Faculty of Language and Arts Universitas Kristen Satya Wacana, this study investigated the students' motivation in online learning. In other words, this study wanted to answer the following research question: "What are the elements affecting students' motivation in online learning?" Hopefully, this study can help language teachers in providing enjoyable and effective language teaching activities using online tools to motivate them. Having enjoyable and useful online learning activities will help students to be more engaged. Therefore, technology should take a part in the language teaching-learning process.

## **LITERATURE REVIEW**

### **A. Motivation**

Motivation is something that can make someone be willing to do something whether it comes from outside or inside of the person. There are two primary types of motivation: intrinsic and extrinsic. Anjomshoa and Sadighi (2015) asserted that

intrinsic motivation comes from inside of a person and the desire to take an action is self-initiating and self-regulating, so it has no reward except the activity itself. Meanwhile, extrinsic motivation comes from outside of a person and the desire to take an action is based on rewards from outside source. Maslow (1970, as cited in Anjomshoa & Sadighi, 2015) believed that intrinsic motivation is more useful than extrinsic because we are motivated to achieve "self-actualization". Intrinsic motivation is also animated by personal enjoyment, interest, or pleasure (Lai, 2011). Reiss (2008) argued that everyone has different sources to make them happy, for example winning and poverty can make some people happy, while feeling competent or socializing may be more satisfying for the others. It can be said that happiness could be a part of motivational factors, therefore everyone could get their own motivation based on their personal interest, whether it is intrinsic or extrinsic.

## **B. Online Learning**

Online learning is considered as higher education (Bach et al, 2016). It is related with the medium of communication created by technology, rather than the products of technology themselves, such as the networking of computer-based communication (Bach et al, 2016). Furthermore, Ally (2008, as cited in Harnett, 2016) defines online learning in the following way:

... the use of the internet to access materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. (p. 5)

In other words, online learning is learning without meeting face to face between teacher and students, but it is done using applications which require internet as the place for the communication, for examples Facebook, Schoology, Edmodo, etc. According to Isaksen and Ramberg (2005, p.3), online learning is a digital learning approach provided by education institution which usually takes place in a long period of time with some measurements and different assessments.

Experiencing online learning as student, some language teachers usually use online tools for teaching-learning activities during one semester. They use the online tools for giving any information related to the course, for example giving assignments. Not only that, they also provide some activities whether in groups or individuals for the students. One of the activities is that students have to do follow up discussion based on the topic given in the class before, and the teacher assesses the students based on how many times they give their arguments and followed the discussion. Because every information, assignment, and follow up discussion has also to be done online, all the students have to check their gadget every time. Thus, online learning makes students have to participate actively.

In addition, Serhan (2010) proposed some advantages that online learning could offer to students:

1. They could study and work at the same time (Convenience)
2. The time and the place were flexible; they could take the class anytime and anywhere.
3. They could find any other resources easily



From Serhan's (2010) finding above, it can be seen that all those benefits are everything that college students need in their college life. Since college students are given many kinds of assignments, and they also have to prepare for any presentation and test, they have to manage their time wisely. Correspondingly, online learning helps students in managing their time with its flexibility.

However, Serhan (2010) also listed some disadvantages of online learning:

1. The absence of immediate feedback
2. The absence of live interaction
3. Self- learning which put an extra responsibility of learning on one's own
4. Amount of the material covered
5. Technical problems

Those disadvantages above could prevent students from the benefits they could get for their learning. First, the absence of immediate feedback. It could be reduced if teachers gave follow up discussion activity on the feed, hence students would get immediate feedback and the absence of live interaction would not be a problem anymore. Furthermore, Serhan (2010) found that some students said that self-learning put extra responsibility of learning on one's own as one of the disadvantages. In the other words, they had to learn by themselves more. In addition, the technical problems as the last disadvantage of online learning still cannot be avoided until now, such as the lack of internet networks in some places.

### **C. Motivation in Online Learning**

Motivation affects the success of online learning. According to Isaksen and Ramberg (2005), there are six different motivational factors that are significantly in relation with online learning: objectives/goals, involvement, feedback, emotions, socialization and belonging, and self-efficacy. Those six chosen motivational factors by Isaksen and Ramberg (2005) are explained below:

1. Objectives/ goals : Students need to know the learning goals clearly because it will give motivational effects.
2. Involvement : Students should be activated during online learning by being given various stimulation, and allowed to participate in the teaching system.
3. Feedback : Students should receive feedback of their learning progress from teacher.
4. Emotions : Student should have good in frame of mind during their learning process.
5. Socialization and belonging: Students should have good bond with teachers during online learning.
6. Self- efficacy : Students need to be confident of their own ability to learn the materials by themselves during online learning.

Further, the success of the students' learning is also affected by self-determination (Chen & Jang 2010). In line with this, Shroff and Vogel (2009) stated that self-determination deals with helping people realize that they have a choice to take action such as providing options, minimizing pressure to take action, and

encouraging people to start actions themselves. It is implied that learners need supports from teachers such as a variety of activities and positive feedbacks in online learning to make them motivated. Self-Determined Theory suggests that intrinsic motivation as self-determined type of motivation can give positive results while extrinsic motivation as non-self-determined type of motivation can give negative outcomes (Chen & Jang, 2010). Therefore, teachers could help learners to enhance their motivation in learning by giving the instructions and learning requirements in a good way to make them will not only concern with the materials or skills, but also encourage them to master those (Artino & Stephen, 2006).

#### **D. Previous Studies on Motivation in Online Learning**

Several studies were done before to reveal motivation in online learning. Kim, Liu & Bonk (2005) studied students' perceptions of online learning, which looked at the perceptions of the benefits and challenges in online learning and their suggestions for improving the quality of the online MBA program. 100 online MBA students were chosen as the participants. The method used in this study were (1) semi-structured one-on-one interviews with students in the online MBA program; (2) a survey to investigate their perceptions of online learning; and (3) in-person focus group interviews with students. The findings revealed that students showed satisfaction and positive attitudes because of the benefits of online learning. This study also indicated that students found online learning more challenging than face-to-face learning.

Another study was Abramenka's (2015) study on students' motivation and barriers to online education. This study was done to discover students' barriers

when taking online classes, and find out any differences between students who want to take online classes and those who do not want to take online classes. An online survey was done to answer the research questions using four different groups as the participants to find any difference(s) between perceived and actual barriers and motivations to online education. All the participants were selected randomly from Public University in the Midwest. This study found some barriers in online learning such as difficulty in managing time, feeling isolated, lack of social interaction, using new technology, lack of timely feedback, difficulty submitting assignment, communicating with instructor, and collaborating with peers. The findings indicated the barriers made some students did not want to take another online class. On the other hand, some students wanted to take other online classes because they considered it as an interesting experience and flexible.

## **THE STUDY**

### **A. Context of the study**

This study took place at the English Language Education Program, Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana, which is located in Salatiga, a small city in the middle of Solo and Semarang, Central Java. In this program, all the students are prepared to become English educators. This place was chosen because almost all the lecturers were using online tools for teaching-learning activities, therefore the students were accustomed to do online learning.

### **B. Participants**

In this study, the participants were 12 students of the English Language Education program from Batch 2013-2016 who have experienced online learning.



They were female and male who came from different regions of Indonesia. The age of the participants was around 18- 22 years old. The participants were chosen using convenience sampling. As one of the students in this program, it would be easier for me to conduct this study in this faculty.

### **C. Data Collection Instrument**

Qualitative method was used in conducting this study, and semi-structured interview was used as the instrument. Semi-structured interview was used to explore students' motivation toward online learning without limiting their answer. The second reason was to offer non-formal interviews to make a comfortable atmosphere for the participants. The interview questions (see Appendix) were adapted from Sagarra & Zapata (2008) and Abramenska (2015).

### **D. Data Collection Procedure**

First, to evaluate the interview questions before they were used to gather the required data, 3 persons who had already experienced online learning were asked to do a piloting. After that, some interview questions were revised, and some more questions were added to meet this study's needs. After the interview questions were prepared, they were used to interview the 12 participants in semi- structured interviews.

Data collection was taken in one semester. Each participant was interviewed once for about 15-25 minutes in Indonesian. Open-ended questions, which focused on the participants' perception and motivation in doing online learning, were used in the interviews. Participants described their perceptions of online learning during

the interviews, gave examples of its advantages and disadvantages, explained the barriers and challenges in learning online, and explained their interest in doing online learning. Each interview was taped and transcribed.

#### **E. Data analysis**

After doing the data collection, all the interview results were transcribed into clean transcription and translated into English. After that, the transcription data were coded into three different themes to be analyzed. The analysis was based on Abramenska's (2015) study.

### **FINDINGS AND DISCUSSION**

This section will present the findings for this study along with the discussion. Based on the interviews with the participants, it was found that there were several elements that play significant roles to students' motivation in online learning. Their answers could be grouped into three different major categorized as detailed in the Table 1 below.

Table 1

#### *Findings*

<b>Benefits</b>	<b>Barriers</b>	<b>Challenges</b>
For sharing materials and schedules	Lack of connectivity	Students must always open the application to check any updated information.
For receiving any information from teachers	Technical errors	Students must always deal with deadlines.

(notification, feedback, score)		
For submitting assignment	Lack of knowledge of using the technology	Students get difficulty to manage online group work.
For doing online discussion with teachers/other students	Lack of teacher's participation	Students feel more stressful in doing online quiz and test rather than offline.
For doing online quiz/ test	Lack of teacher's monitoring	
For giving other students' assignments comments/ likes	Lack of immediate feedback	
Add new knowledge about technology for education		
Practical (Easy to use)		
Save money (Students do not need to buy printed materials)		
Save time (Students do not have to meet their teachers to ask about material they miss/ do not understand)		
Flexible (Students can open it, do, and submit their assignments anytime and anywhere)		
Enhance vocabulary, grammar, pronunciation, writing, reading, listening, and speaking skills.		

The findings of each category in the Table 1 above were grouped into some classification shown in the Table 2, 3, and 4 to make it easy to be analyzed.

## A. Benefits

The use of online learning raises in these recent years, since online learning provides many benefits as some previous studies have found. According to Kim et al. (2005), students have positive attitudes towards online learning because of its benefits. Several benefits of online learning found in this study were categorized into three groups: classroom use, efficiency, and learning, as can be seen in Table 2 below.

Table 2

### *Benefits of Online Learning*

Classroom Use	Efficiency	Learning
For sharing materials and schedules	Practical (Easy to use)	Enhance vocabulary, grammar, pronunciation, writing, reading, listening, and speaking skills.
For receiving any information from teachers (announcement, feedback, score)	Save money (Students do not need to buy printed materials)	Add new knowledge about technology for education
For submitting assignment	Save time (Students do not have to meet their teachers to submit their assignments, or ask about material they miss/ do not understand)	
For doing online discussion	Flexible (Students can open it, do, and submit their assignments anytime and anywhere)	



---

For doing online quiz/  
test

---

One example of classroom use is from Participant 8, when asked about the use of online tools in class, Participant 8 answered,

Excerpt 1

*“Untuk pengumuman-pengumuman, terus kalo dosennya nyetor materi, terus nginput nilai juga disitu... Jadi tu dosennya itu tu dia ga bisa dateng terus dia kayak provide online lecture gitu. Jadi yang dia ngajar lewat video dan itu tu kayak disediain link untuk ‘oke kamu udah dengerin ini’ terus ada kayak link discussion nya kamu boleh tanya, boleh mendebat, terus yang laen boleh jawab pertanyaannya yang lain gitu.”*

“For giving announcement and materials, also for inputting scores... When the teacher can’t attend the class, she will provide online lecturing. It’s like she teaches using video, and she provides a link like ‘okay you have already listened to this’, then there’s a link for discussion where you can ask any question, debate, and answer other students’ questions.”

The example above shows that online learning functions for classroom use, which could help the teaching-learning process run without face-to-face meeting. Therefore, students would not miss any materials if there was no class because teacher could do online lecturing. Along with this, the use of online learning is very helpful for the students because usually the teachers already set the agenda for the whole semester, materials, along with the details of the due date for each assignment in the online tools.

Correspondingly, an example of online learning’s efficiency is from Participant 5. When asked about the advantages of online learning, Participant 5 answered,

## Excerpt 2

*“Satu, simple karena kan itu cuma pake HP gitu lho ga perlu pake laptop jadi kita bisa... ya secara kan ya orang-orang pada pake gadget gitu lho apa kayak android ini gampang di aksesnya. Terus praktis di mana aja, jam berapa pun, di mana pun bisa lah. Mau di kamar mandi, lagi mandi, mau ngapain, lagi apa juga bisa... Ya itu udah 2, simple dan praktis. Terus bermanfaat karena kan ga perlu ngeprint-ngeprint materi lah, ga keluar duit cuman keluar kuota. Apalagi di kampus kan WiFi ya jadinya kan ya cuma buka HP, WiFi, baca materi udah.”*

“First, it’s simple, we don’t need to use any laptop, we can use only cellphones. Most people nowadays are using gadget like android, so it’s easy to access. Then, it’s practical. We can do it anywhere and anytime. Even when I am in the bathroom, or doing anything... Besides those two, flexible and practical, it’s also beneficial because we don’t need to print the materials. It saves money, we only use quota. Moreover, we have Wi-Fi in campus, so all we need to do is just open our cellphone using Wi-Fi, and read the materials.”

Excerpt 2 shows an example of the efficiency benefits of online learning.

Here, the participant mentioned that online learning is flexible, simpler, faster, and more practical. This is also the same as Serhan’s (2010) finding that online learning gave benefits such as convenience and flexibility. In relation to that, Participant 5 said online tools helped students save money because they could access the materials online and they did not have to buy books or printed the materials.

Moreover, this study also shows that online learning could help students enhance their English skills, such as enhancing their vocabulary, grammar, pronunciation, listening, writing, and speaking skill, as explained by Participant 6 below, as one of the examples.

### Excerpt 3

*“Mungkin lebih ke writing atau reading. Tugasnya beberapa dosen ngasih link buat dengerin video apa nonton video. Nah nanti kayak kita kadang ada yang suruh transkrip atau misalnya kayak summary tentang ceritanya tu kayak apa.”*

“Maybe it is more on writing and reading... Some teachers give links to certain videos to be listened to or watched as the assignment. And then, we are sometimes asked to transcribe it or make a summary of the story.”

The example in Excerpt 3 reveals that the assignments in online learning itself could help students to enhance their writing skill as well as reading skill.

### B. Barriers

Despite the benefits, online learning also has barriers which inhibit students in doing online learning. These barriers can affect students' motivation toward online learning. As stated by Maguire (2005), barriers acted as inhibitors in students' online learning.

In relation to barriers, this study found that the barriers could be categorized into two groups as can be seen in Table 3:

Table 3

#### *Barriers of Online Learning*

Technical	Teachers
Lack of connectivity	Lack of immediate feedback
Technical errors	Lack of teacher's monitoring
Lack of knowledge of using the technology	Lack of teacher's participation

From Table 3 above, it is indicative that the barriers of online learning found in this study came from technology and teachers. For example, when asked about the barriers faced in online learning, Participant 6 answered,

Excerpt 4

*“Kadang ga enaknya internet kan sering trouble jadi waktu kita hectic, hari-hari hectic, terus kita harus ngerjain tugas terus mepet-mepet, tiba-tiba internetnya ga bisa... Ya yang pertama tadi trouble dari media socialnya sendiri; terus kalo ga ada kuota kan pakenya WiFi, nah wifi nya juga trouble jadi ga bisa ngerjain. Jaringan pasti.”*

“The connectivity is often troubled, so when we are in hectic days, while we have to do the assignment in injury time, suddenly the internet is interrupted... The application itself is sometimes also troubled, and when I don’t have any quota, I use Wi-Fi, and the connectivity itself is also troubled, so I can’t do it. The connectivity for sure.”

Excerpt 4 indicates that one barrier encountered in online learning faced by students is connectivity. Students did not always buy the Internet quota for their gadget, and many students did not have Wi-Fi in their house, so they must find places which had free Wi-Fi. Meanwhile, the connectivity itself is sometimes bad, such as low and interrupted signal.

Another example is from Participant 8 who said that online learning was not effective enough, as Participant 8 explained,

Excerpt 5

*“Belum efektif karena kan kemaren pengalamanku dosennya tu kayak gabungin 1 meeting lewat online lecture itu, eh 2 meeting di online lecture itu. Nah itu tu link discussion nya tu gak ada isinya sama sekali sampe dosennya pas pertemuan selanjutnya tu tanya ‘sebenarnya tu kalian udah nonton apa belum sih? Kok ga ada yang diskusi’. Nah*



*terus akhirnya harus bikin make up class lagi untuk ganti itu. Jadi menurutku ga efektif sih karena dosennya juga ga bisa mantau.”*

“It’s not effective enough, as my experience, the teacher combined 2 meetings into 1 online lecturing. She gave a discussion link, but there’s nothing inside the link until she asked in the next meeting whether the students have watched it or not because no student has a discussion there. So, we had to make another make up class for it. Therefore, I think it’s not effective yet because the teacher can’t monitor the activities there.”

Excerpt 5 indicates that Participant 8 felt the lack of effectiveness because it might lack of teacher’s monitoring. This is in line with Serhan’s (2010) study, which found that technical error and the lack of immediate feedback became online learning’s disadvantages. Some participants in this study said they felt discouraged to participate in the online discussion because the teacher did not take a part in the discussion. Frith (2002, as cited in Kim et. al., 2005) revealed that guidance support in the form of online communications between the teacher and students or students and students using chat room, e-mail, and discussion groups improved students’ motivation and satisfaction with the class. Thus, students need teacher’s participation in the online discussion to encourage them to do it actively. In line with this, Rovai (2007, as cited in Orawiwatnakul and Wichadee, 2016) suggested that to motivate students to get engaged in productive discussions, the course should be well-designed. Hence, teachers should prepare all the materials well.

### **C. Challenges**

Besides benefits and barriers, this study also found some challenges of online learning which need to be faced by students. While barriers are problems from outside, challenges are problems from inside which need to be faced by the students. Challenges in online learning found in this study were categorized into 3

groups: inconvenience, pressure, and group work management, which are presented in Table 4:

Table 4

*Challenges of Online Learning*

Inconvenience	Pressure	Group Work Management
Students must always open the application to check any updated information	Students must always deal with deadline.	Students get difficulty to manage online group work.
	Students feel more nervous in doing online quiz and test rather than not online.	

In terms of inconvenience, when asked about the challenge faced in online learning, Participant 12 mentioned,

Excerpt 6

*“Ribet kayak harus ngecek in terus gitu lho, jadi kayak ketinggalan dikit ki yowes ketinggalan banyak.”*

“It’s inconvenient, it’s like you should always check the application, if you miss a part, then you will miss more.”

As can be seen from Excerpt 6, Participant 12 felt it is inconvenient that she had to always check any updated information in her gadget because if she missed one part, they would miss a lot.

Another example is from Participant 10, who answered,

#### Excerpt 7

*“Dikejar waktu kalo nggarap quiz... Ga bisa balik ke page sebelumnya. Jadi kalau salah ya udah salah ga bisa dibenerin, Memang aturannya ga bisa.”*

“We are limited by time while doing quizzes... We can’t go back to the previous page, so if we have already answered it with the wrong answer, we cannot correct it. That’s the given rule.”

Excerpt 7 shows that it might be more challenging to do a quiz or test online due to the rule and time limit given which increase their nervousness.

In regard to group work management, Participant 1 explained in Excerpt 8:

#### Excerpt 8

*“Karena online to kak, jadi kan tetep ketemu di dunia maya itu, tapi kadang ya itu ada yang ga tersampaikan, jadi ada yang kadang kabur duluan gitu.”*

“Because it’s online, we meet each other in that virtual world. But sometimes it’s like we can’t explain everything clearly, sometimes there are some friends who go offline first.”

From Participant 1’s explanation, it can be interpreted that students might get difficulty to manage online group work due to different activities they had. A previous study also found that students got difficulty to meet online with their groups at the same time due to different time zone (Kim et. al., 2005).

## DISCUSSION

This study shows that online learning might be very helpful for pedagogical practices. Online learning should be engaged in education because it is beneficial for both teachers and students in language learning. Online learning not only helps teachers in teaching the materials in modern and various creative ways, but also

helps students to do self-directed learning. However, some things need to be considered before providing online learning. The more the students are motivated, the more the students will be engaged in online learning, which means it will give them better learning outcomes.

There are a number of benefits students may enjoy from online learning that were found in this study. Online learning has many functions for classroom use such as for sharing materials, submitting assignment, receiving any information from teachers like schedule, feedback, and scores, doing online discussion, quiz, etc. When materials were posted online, students did not have to buy any printed materials. Thus, it saved their money. A previous study by Nguyen (2015) also found some significant advantages in online learning such as its effectiveness in education and its cost-effectiveness. According to Kim (2005) and Sumakul (2013), online learning also provides flexibility that students can do it anywhere, anytime, and even in their own pace. The technology itself is easy to use according to most of the participants. This is also in line with a previous study which noted some benefits of online learning such as flexibility, convenience, system' ease of use, and immediate feedback (Smart and Cappel, 2006). Another finding in this study, a student admitted that receiving feedback and looking at the results of the assignment submitted gave happy feeling and satisfaction. This is also in line with Isaksen and Ramberg's (2005) study that receiving continuous feedback in face to face learning affects students' motivation. Even though this is in online learning, the result is the same, students felt satisfied which could motivate them in learning. Furthermore, this study found that online learning could enhance students'

vocabulary, grammar, pronunciation, writing, reading, listening, and speaking skills. A previous study found that online learning enhanced students' positive learning results by some measurements (Nguyen, 2015). Last but not least, this study found that online learning could give new knowledge for the use of the technology itself. To sum up, besides helpful for classroom use, online learning has efficiency, and helps students to improve their skills and knowledge.

However, some barriers also occur in online learning. The first barrier that need to be considered in online learning is internet connectivity. Students do not always have quota, and they have bad connectivity in their places. Another barrier is technical error which disturbs students' activities in online learning because many users online at the same time. Smart and Cappel (2006) also noted that students experienced technical issue such as losing their previous completed saved work. This study also found that student viewed the lack of immediate feedback as one of online learning barriers. Along with this, Isaksen and Ramberg (2005) said that giving continuous and immediate feedback is important to motivate people during learning. In addition, the use of application itself might become the barrier for some students who never use the technology. In line with this, Kim and Frick (2011) claimed, "If technology problems provide obstacles to student access to course resources, activities and tasks, the instructor, and other students, this would likely be very discouraging". In other words, these barriers could decrease students' motivation in their online learning.

Essentially, the use of technology for learning should be helpful to encourage the students' learning process. Jackson et. al., (2010, as cited in



Abramenka 2015) emphasized, “Educational technologies are used not just to control learning, but the main purpose is to make the learning process easier by creating an effective learning environment”. According to Participant 8 who said that the use of online tools was not effective yet, in this case lecturer should create an effective learning environment like checking the materials first, monitoring the activities in the online tools each time, and participating in the students’ discussion. This study also found that some students felt discouraged to do the online discussion. Dennen and Bonk, (2007, as cited in Kim and Frick 2011), suggested that to drive a positive atmosphere for students’ active participation in the learning process, motivational strategies need to be incorporated in online courses. For instance, a participant in this study said he was once experiencing a motivational online learning in a course where the teacher provided attractive activities and assignments, and he always took part in every discussion. In line with this, a previous study found that teacher’s involvement in online learning such as giving guidance with course materials and assignments and/or feedback on assignments could give satisfaction to students in online learning (Richardson and Swan, 2003). Thus, teachers play important role to make online learning process becomes more effective.

In relation to that, online learning also has some challenges that need to be faced by students. Students felt it was inconvenient to check their online tools every time, but if they did not do that, they could miss any updated information. Correspondingly, due to deadlines in submitting assignments, and the rule in the quiz given, students admitted that online learning was more challenging than offline

learning. The pressure was also heavier compared to classroom meeting. Managing online group work was also more difficult according to the participants. A participant said that there were group members who were not responsible to work online together, so the task division was not fair. In regard to this finding in this study, Roberts and McInnerney (2007) said, "It is common for those students who remain in the group to feel disadvantaged if one or more of their members officially withdraws, or disappears from the group for whatever reason". Therefore, teachers need a strategy to make students enhance their group work skill because it affects their group work result.

### **CONCLUSION**

This study looked at students' motivation in online learning by interviewing 12 students of the English Language Education Program from Batch 2013-2016 in Universitas Kristen Satya Wacana Salatiga. Semi-structured interview was used in the data collection of this study by using open ended questions. The data was analyzed qualitatively.

Using Kim et. al (2005), Serhan (2010), and Abramenska' (2015) studies, this study confirmed the 3 significant elements that affect students' motivation in online learning. First element is benefits. Students showed positive attitude toward online learning because of its advantages in classroom use, efficiency, and learning. For classroom use, online learning could be used to share materials and schedules, receive any information from teachers (notification, feedback, score), submit assignment, do online discussion with teachers/other students, do online quiz/ test, and give other students' assignments comments/ likes. In terms of efficiency, online

learning provided flexibility and practicality in the learning process. It also saved money and saved time. Under the learning category, online learning helped improve students' skills such as vocabulary, grammar, pronunciation, writing, etc., and improve their knowledge about technology itself.

The second element is barriers which include two factors: Technical and Teacher. These barriers could decrease students' motivation because they could disturb students' learning activities. The technical factor covers limited or no Internet quota, bad connectivity, and technical error, while teacher factor includes lack of immediate teachers' feedback, participation, and monitoring.

The third element, challenges, comprised inconvenience, pressure, and group work management. According to the participants, online learning is more challenging and give more pressure rather than traditional learning.

Due to its benefits, online learning could take an important part in education. While teachers should consider its barriers and challenges before designing the materials and activities to make it compatible for their students.

Finally, the limitation of this study should be informed. This study only use semi-structured interview for collecting the data. 12 convenience sampling were interviewed one by one. Suggestions for future research, other instruments such as questionnaire and survey can be used to collect data, so large participants can be used. Focus group discussion can also be used instead of interviewing participants one by one.

## ACKNOWLEDGEMENT

First and foremost, I would like to put my gratitude to Almighty God for giving me his blessing to finish this study. I would also like to express my sincere appreciation and gratitude to my Supervisor, Dian Toar Sumakul, for giving me opportunity and trust to conduct this study. His guidance, support, patience, and knowledge helped and encourage me to finish this study in a period of times.

I am also thankful to my examiner, Gita Hastuti, for her valuable comments, corrections, and suggestions which helped me so much to develop my study.

Nevertheless, I would like to express my deepest appreciation to my husband, parents, brother and sister for their supports. In addition, thanks to my fellow friends, Bintang, Dipo, and Klara that we always supported each other during this difficult and stressful times. I am also grateful for my best friend, Frenky Batunan, who always inspired me for his great spirit and reminded me to do my best in finishing this study, and Elys Herdiani, who always welcomed and helped me when I got stressful time during finishing this study.

Last but not least, I gratefully thank my Son, Orton Eldrian Nolan, who made me enthusiast to finish my thesis on time.

## REFERENCES

- Abramenka, V., "Students' Motivations and Barriers to Online Education" (2015). *Masters Theses*. 776.
- Anjomshoa, L., & Sadighi, F. (2015). The Importance of Motivation in Second Language Acquisition. *International Journal on Studies in English Language and Literature (IJSELL)*, 3 (2), 126-137.
- Artino, A., R., & Stephens, J. M. (2006). Learning Online: Motivated to Self-Regulated?. *Academic Exchange Quarterly*, 10 (4), 176- 182.
- Babae, N. (2012). Motivation in Learning English as a Second Language: A Literature Review. *Canadian Journal for New Scholars in Education*, 4 (1), 1-7.
- Bach, S., Haynes, P., & Smith, J. L. (2007). Online Learning and Teaching in Higher Education. New York, NY: Open University Press.
- Chen, K., & Jang, S. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behavior*, 26, 741–752.
- Hartnett, M. (2016). Motivation in Online Education. *The Importance of Motivation in Online Learning*, 5- 24.
- Isaksen, L. G., & Ramberg, P. A. (2005). Motivation and Online Learning. *Interservice/ Industry Training, Simulation, and Education Conference (IITSEC)*, 1- 12.
- Kim, K. J., Liu S., Bonk C. J. (2005). Online MBA students' perceptions of online learning: Benefits, challenges, and suggestions. *Internet and Higher Education*, 8, 335- 344.
- Kim, H. (2008). Beyond Motivation: ESL/EFL Teachers' Perceptions of the Role of Computers. *CALICO Journal*, 25 (2), 241-259.
- Kim K., Frick T. W. (2011). Changes in Student Motivation during Online Learning. *J. Educational Computing Research*, 44 (1), 1-23.
- Lai, E. R. (2011). Motivation: A Literature Review. Pearson Research Report.
- Maguire L. L., (2005). Literature Review – Faculty Participation in Online Distance Education: Barriers and Motivators. *Online Journal of Distance Learning Administration*, 8 (1), 1-12.
- Muuro et. al. (2014). Students' Perceived Challenges in an Online Collaborative Learning Environment: A Case of Higher Learning Institutions in Nairobi, Kenya. *The International Review of Research in Open and Distributed Learning (IRRODL)*, 15 (6), 1-12.



- Nguyen T. (2011). The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. *MERLOT Journal of Online Learning and Teaching*, 11 (2), 309-319.
- Orawiwatnakul W., Wichadee S. (2016). Achieving Better Learning Performance through the Discussion Activity in Facebook. *TOJET: The Turkish Online Journal of Educational Technology*, 15 (3), 1-8.
- Reiss, S. (2008). The normal personality: a new way of thinking about people. *Cambridge University Press, Cambridge*.
- Richarson J. C., Swan K. (2003). Examining Social Presence in Online Courses in Relation to Students' Perceived Learning and Satisfaction. *JALN*, 7 (1), 48-88.
- Sagarra, N., Zapata, G. C. (2008). Blending classroom instruction with online homework: A study of student perceptions of computer-assisted L2 learning. *ReCALL*, 20 (2), 208-224.
- Serhan, D. (2010). Online Learning; Through Their Eyes. *Int'l J of Instructional Media*, 37 (1), 19- 24.
- Shroff, R. H., Vogel, D. R., & Coombes, J. (2008). Assessing Individual-level Factors Supporting Student Intrinsic Motivation in Online Discussions: A Qualitative Study. *Journal of Information Systems Education*, 19 (1), 111-126.
- Sumakul, D. T. Y. G. (2013). Students' Perception of the Use of Facebook in the Language Classroom. *Shaping and Reshaping Linguistic Identity in Multilingual and Multicultural Environment*, 127- 132.

## APPENDIX

### Interview Questions

1. Do you online?
2. How many times per day?
3. During your study in this faculty so far, is there any class which uses online application?
4. Can you name it?
5. In what class?
6. What activities are done in that online application?
7. Is there any assignment done in that online application?
8. Can you explain about the assignment?
9. Is it individual or group work?
10. Which one do you like? Individual or group work? Why?
11. What do you think about the class which uses online application?
12. What do you think about the advantages of using online application in the classroom?
13. What do you think about the barriers of using online application in the classroom?
14. What do you think about the challenges of using online application in the classroom?
15. In your opinion, Does the use of online application help you enhance your skills? for example your vocabulary, pronunciation, grammar, etc.
16. How it helps? Can you explain?

